

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: ANDOVER MIDDLE SCHOOL

District Name: Dade

Principal: Rennina L. Turner

SAC Chair: April Ladd

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/15/2012

Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Assis Principal	Steven Hoskins	B.S.-Business Administration M.S.- Educational Leadership Certification: Gifted MG Math Ed Leadership	2	3	'12 '11 '10 '09 '08 School Grade C A B A High Standards Rdg. 41 57 55 51 48 High Standards Math 44 83 82 78 78 Lrng Gains-Rdg. 63 57 57 41 59 Lrng Gains-Math 66 76 82 76 81 Gains-Rdg-25% 73 51 71 54 57 Gains-Math-25% 74 67 71 65 75
Principal	Rennina L. Turner	Exceptional Student Education, Ed. Leadership		5	'12 '11 '10 '09 '08 School Grade X D C D F High Standards Rdg. 19 16 16 17 13 High Standards Math 28 47 56 51 38 Lrng Gains-Rdg. 57 34 40 39 38 Lrng Gains-Math 47 59 74 77 72 Gains-Rdg-25% 73 48 49 54 55 Gains-Math-25% 65 58 74 80 78
		Degree(s): B.S. Elementary Education M.S. Reading			'12 '11 '10 '09 '08 School Grade C B A D D High Standards Rdg. 41 56 64 57 41

Assis Principal	Sicity Mincey	Certification: Elementary Education, Reading, ESOL Endorsement, Educational Leadership	5		High Standards Math 44 60 59 44 39 Lrng Gains-Rdg. 63 62 72 59 57 Lrng Gains-Math 66 69 68 38 65 Gains-Rdg-25% 73 73 69 68 63 Gains-Math-25% 74 76 73 33 71
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INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Melva Cogdello	Elementary Education		8	'12 '11 '10 '09 '08 School Grade X D C D F High Standards Rdg. 19 16 16 17 13 Lrng Gains-Rdg. 57 34 40 39 38 Gains-Rdg-25% 73 48 49 54 55

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1.Monthly meetings with new and beginning teachers.	Principal and Assistant Principal	On-going	
2	2. Partnering new teachers with certified Mentoring and Induction for New Teachers (MINT) instructors.	Principal, Assistant Principal and MINT Instructors	On-going	
3	3. Identify "Highly Qualified" applicants through the district "Applicant Tracking System".	Principal and Assistant Principal	On-going	
4	4. Obtain teacher interns from various Universities and programs.	Principal and Assistant Principal	On-going	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out- of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
5 (8.47%)	Teachers identified as teaching out-of-field is working towards certification.

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
59	6.8%(4)	39.0%(23)	40.7%(24)	13.6%(8)	47.5%(28)	72.9%(43)	8.5%(5)	0.0%(0)	16.9%(10)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Latalia Smith	N/A	N/A	Monthly meetings to review district and school-based information related to content area.
Clara Alpert	N/A	N/A	Monthly meetings to review district and school-based information related to content area.
Angela Taylor	N/A		Monthly meetings to review district and school-based information related to content area.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Title I, Part A

Andover Middle School services are provided to ensure students requiring additional remediation are assisted through before/after school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all-out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHES (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

AnAndover Middle School provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated through district Drop-out Prevention programs.

Title II

Andover Middle School uses supplemental funds for improving basic education as follows:

- training to ceMTSS/RtI fy qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Services are provided through the district for educational materials and ELL district support services to improve the education of immigrant and English Language Learners. Additionally, tutorial programs, coaching and mentoring for ELL and content area teachers are provided.

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- Project Upstart will be proposing a 2011 summer academic enrichment camp for students in several homeless shelters in the community, pending funding.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

Andover Middle School receives funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

The Safe and Drug-Free Schools program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, counselors and TRUST specialists.

Andover Middle School implements the District's Bullying and Harassment Policy Curriculum through Social Studies classes, Student Services Department and through daily Character Development announcements via CCTV.

Nutrition Programs

- 1) The Andover Middle School adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through Physical Education and Health Science Academy.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
- 4) Continue to promote the Healthy Generation initiative at the school-site through the Physical Education Department, Food Services, and Enrichment Department.

Housing Programs

Not Applicable

Head Start

Not Applicable

Adult Education

Not Applicable

Career and Technical Education

Andover Middle School infuses Career Pathways and Programs of Study for students through our specialized Music, Medical/Health Science, Business, Exploring Technology and Health known as (M2BETH). These programs consist of various curriculum courses and modules, which allow students an opportunity to complete an academy program. As a result, students have a better understanding and appreciation of postsecondary opportunities. Upon completion, students will be able to plan and acquire the skills necessary to advance in those opportunities.

Job Training

Not Applicable

Other

As a Title I school for the past two years, Andover Middle School successfully involved parents in the planning and implementation of the Title I Program and extended an open invitation to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

The school will continuously involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Andover Middle School in conjunction with the Community Involvement Specialist will continue to increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and Reporting requirements.

The school will continue to conduct informal parent surveys to determine the specific needs of our parents, schedule workshops, and provide Parent Academy Courses. We will continue to provide flexible times to accommodate our parents. This impacts our goal to empower parents and build their capacity for involvement.

School Improvement Grant Fund/School Improvement Grant Initiative:

The school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, Differentiated instruction/intervention, classroom libraries, and Project CRISS.

The Voluntary Public School Choice Program (I Choose!) a federally funded grant, is a district wide initiative designed to assist in achieving the Miami-Dade County Public Schools' District's Strategic Plan goal to expand the availability of and access to high quality public school choice options for all parents in Miami-Dade County. Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational options, and re-culture teaching practices to establish quality school environments.

Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Andover Middle School's MTSS/RtI is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving. As issues and concerns arise, the school based MTSS/RtI team will continue to implement ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention. It is anticipated that this will be a continuing process of building the foundation and incorporating MTSS/RtI into the culture of school.

Andover Middle School has identified the following staff members and their roles, which are vital in leading us to eminence. Principal, Assistant Principals and Leadership Team which consists of Language Arts/ESOL Department Chair, Reading Coach, Activities Director, Technology/Testing Department Chair, School Guidance Counselor, School Psychologist, and School Social Worker. The Educational Excellence School Advisory Council (EESAC) and community stakeholders will continue to provide a common vision for the following: use of data-based decision-making, ensuring that the school-based team is implementing MTSS/RtI, conducting assessment of MTSS/RtI skills of school staff, ensuring implementation of intervention support and documentation, ensuring adequate professional development to support MTSS/RtI implementation, and communicating with parents regarding school-based MTSS/RtI plans and activities.

Division Leaders (Language Arts, Reading, Science, Social Studies, Mathematics, SPED, and ESOL): The Division Leaders will continue to have the task of communicating the goals and objectives established by the school's MTSS/RtI team. In addition, the division leaders will continue to assist the administrative team with providing teachers within the respective departments district and state instructional formats, conduct weekly departmental meetings, analyze/ disseminate in-house and district assessments, and facilitate Professional Development when necessary. Lastly, the MTSS/RtI team will provide ongoing

evaluations method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The MTSS/RtI four step problem-solving model will be used to plan, monitor, and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The Leadership Team focuses meetings around one question: How do we develop and maintain a problem solving system to bring out the best in our school, our teachers, and in our students?

The team meets once a week to engage in the following activities:

Review and analyze data and link to instructional decisions; review progress-monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. The team will continue to assist the schools administration to support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions. Based on the above information, the team will identify professional development opportunities and resources during District approved Early Release days. The team will also continue to collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. Through PLC's, the MTSS/RtI team will collaboratively plan to maintain communication with staff for input and feedback, as well as updating them on procedures and progress. The team will also continue to facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

Representatives from the MTSS/RtI Leadership Team met with the Leadership Advisory Council (LAC) and principal to help develop the SIP. The MTSS/RtI Leadership will meet monthly to monitor, review, and modify the SIP and share with the school's EESAC. The MTSS/RtI team provided data on: Tier 1, 2, and 3 targets; academic areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, and Relationship) and aligned processes and procedures. Andover Middle School MTSS/RtI team will continue to monitor the fidelity of the delivery of instruction and intervention. Additionally, the MTSS/RtI team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

MTSS/RtI Leadership Team will meet monthly to analyze, disaggregate, and customize data in an effort to restructure the Instructional Focus Calendar across all disciplines to guide the instructional delivery. This data will be utilized to: adjust the delivery of behavior management system, the allocation of school-based resources and to drive decisions regarding targeted professional development. Targeted data assistance will be provided via managed data sources through FAIR, Interim assessments, and in-house assessments. Behavior will be addressed through data management systems such as: COGNOS, Student Case Management System, and referrals to special education programs. In addition, the school's EESAC committee will monitor and suggest any adjustments to the delivery of curriculum and instruction to meet the specific needs of all students.

Describe the plan to train staff on MTSS.

Professional Development is provided during teachers' common planning time, Early Release days, and small sessions occur throughout the year. Andover Middle School will continue to facilitate two PD sessions to provide staff with the skills necessary to implement data-based decision-making and supporting/evaluating interventions as a tool to drive classroom instruction.

Describe the plan to support MTSS.

Andover Middle school provide staff with on-going PD and support to understand basic MTSS/RtI principals and procedures in problem solving in Tiers 1, 2, and 3, utilizing problem solving worksheets and Intervention Plan. Continue to network with feeder pattern to support students.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Andover Middle School's LLT is an extension of the school's Leadership Team that consists of the following personnel: Rennina Turner- Principal, Steven Hoskins-Assistant Principal, Sicily Mincey -Assistant Principal, Dr. Elton Lewis and Chanima Henfield- Language Arts Department Chair, Katrina Chester-Reading Department Chair, Consuella Allen-Science Department Chair, Angela Preston – Mathematics Department Chair, Priscilla Riley-Preston- Social Studies Chair, April Ladd- Enrichment Chair, Christina McDonald- SPED Chair, Clara Alpert – Media Specialist, Melva Cogdello – Reading Coach and Laura Cardenas – Testing/Technology Chair . The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concerns school-wide. Members of the LLT as instructional leaders of the school, will support literacy instruction and assist in the promotion of literacy and reading strategies.

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The principal, as the instructional leader of the school, will continue to support literacy instruction and promote membership on the Literacy Leadership Team by meeting once a month to discuss school-wide reading, math, and science data for students in grades six through eight

What will be the major initiatives of the LLT this year?

The Literacy Leadership Team will continue to utilize data to create, monitor, and adjust academic goals for students in grades six through eight. Individuals from the Literacy Leadership Team will continuously communicate efforts with EESAC/PTSA to develop the School Improvement Plan and assist in implementing the school wide Literacy Plan with fidelity. Additionally, the school's LLT will conduct Common Core Lesson Studies to transition students and teachers for 21st Century college and career readiness.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/15/2012)

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

Not Applicable

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

The LLT will create and implement a literacy plan that will be aligned with the district's CRRP. All teachers will be provided with professional development to build and ensure their knowledge basis of scientifically based reading instructional strategies. The LLT will provide support to all teachers via modeling with an emphasis placed on Reciprocal Teaching strategies and Differentiated Instruction. Teachers will infuse these instructional strategies during the school site Literacy block embedded within the daily school schedule. Additionally, each teacher will be required to participate in professional learning communities that will take place through common planning times.

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Not Applicable

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that

students' course of study is personally meaningful?

Not Applicable

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

Not Applicable

PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 27% of students in grade 6-8 achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 8% 3 percentage points to 35%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (315)	35% (411)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 2 – Reading Application</p> <p>Differentiated instruction needs to be instituted based on monthly assessments data and utilize the school's Targeted Assistance Plan (TAP) for prescribed CAI and CEI programs.</p> <p>Students' performance outcomes demonstrate the need to incorporate opportunities to participate in national, regional, state, and district competitions to exposed students to real world literacy.</p>	<p>Implement differentiated instructional strategies in small groups for all grade levels focusing on Category 2: Reading Application. Students will focus on analyzing the author's perspective, questioning strategies, graphic organizers and read from a wide variety of text for all grade levels.</p> <p>Utilize the School Wide Instructional Initiative Plan (SWIIP) to monitor student growth on monthly assessments and identify areas of weakness to re-teach in order to improve student achievement and skill mastery in Reading.</p> <p>Weekly pull-out and push-in tutoring utilizing FCAT 2.0 resource, task cards, and formative evaluation tools will be facilitated to reinforce reading strategies for students not meeting proficiency.</p>	MTSS/RtI Leadership Team	<p>Department Chairs and teachers will review formative assessments data reports monthly to ensure progress is being made and adjust instruction as needed.</p> <p>Administrators will review lesson plans aligned to District Pacing Guides during walk-throughs.</p> <p>Department chair will adjust school-wide instructional focus calendar after assessments to target specific benchmarks.</p>	<p>Formative: Computer Assisted/Enhanced Programs reports from: FCAT Explorer/FOCUS, Riverdeep, Reading Plus, Compass Learning, Study Island, Discovery Learning, and Khan Academy</p> <p>District Interim Assessments Pre/Mid/Post Test Monthly assessments utilizing FCAT Test maker</p> <p>Summative: Results from 2013 FCAT 2.0 Reading Assessment</p>
	<p>The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 3- Literary Analysis-Fiction/Nonfiction.</p> <p>Differentiated instruction</p>	<p>Utilize grade-level texts that include graphic organizers, concept maps, open compare/contrast signal words, and reading from a wide variety of text.</p> <p>Utilize the School Wide</p>	MTSS/RtI Leadership Team	<p>Department Chairs and teachers will review formative assessments data reports monthly to ensure progress is being made and adjust instruction as needed.</p> <p>Administrators will review</p>	<p>Formative: Computer Assisted/Enhanced Programs reports from: FCAT Explorer/FOCUS, Riverdeep, Reading</p>

2	needs to be instituted based on monthly assessments data and utilize the school's Targeted Assistance Plan (TAP) for prescribed CAI and CEI programs. Students' performance outcomes demonstrate the need to incorporate opportunities to participate in national, regional, state, and district competitions to exposed students to real world literacy.	Instructional Initiative Plan (SWIIP) to monitor student growth on monthly assessments and identify areas of weakness to re-teach in order to improve student achievement and skill mastery in Reading. Weekly pull-out and push-in tutoring utilizing FCAT 2.0 resources, task cards and formative evaluation tools will be facilitated to reinforce reading strategies for students not meeting proficiency.	lesson plans aligned to District Pacing Guides during walk-throughs. Department chair will adjust school-wide instructional focus calendar after assessments to target specific benchmarks.	Plus, Compass Learning, Study Island, Discovery Learning, and Khan Academy District Interim Assessments Pre/Mid/Post Test Monthly assessments utilizing FCAT Test maker Summative: Results from 2013 FCAT 2.0 Reading Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 13% of students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase levels 4 and 5 student proficiency by 4 percentage point to 17%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (158)	17% (200)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The area of deficiency as demonstrated on the 2012 administration of the FCAT 2.0 Reading Test was reporting	Teachers will use reciprocal teaching strategies to assist students' practice locating and verifying	MTSS/RTI Leadership Team	Department Chairs and teachers will review formative assessments data reports monthly to ensure progress is being	Formative: Computer Assisted/Enhanced Programs reports from: FCAT

1	<p>Category 4: Informational Text/Research.</p> <p>Students' performance outcomes demonstrate the need to incorporate opportunities to participate in national, regional, state, and district competitions to exposed students to real world literacy.</p>	<p>details, critically analyzing text and synthesizing details to draw conclusions.</p> <p>Students will also be encouraged to read from a variety of texts the implementation of Compass Learning, Reading Plus, Study Island and FCAT Explorer.</p> <p>Students will complete projects that connect themes and information from the text to themselves and the real world.</p> <p>Utilize the School Wide Instructional Initiative Plan (SWIIP) to monitor student growth on monthly assessments and identify areas of weakness to re-teach in order to improve student achievement and skill mastery in Reading.</p>	<p>made and adjust instruction as needed.</p> <p>Administrators will review lesson plans aligned to District Pacing Guides during walk-throughs.</p> <p>Department chair will adjust school-wide instructional focus calendar after assessments to target specific benchmarks.</p>	<p>Explorer/FOCUS, Riverdeep, Reading Plus, Compass Learning, Study Island, Discovery Learning, and Khan Academy</p> <p>District Interim Assessments Pre/Mid/Post Test Monthly assessments utilizing FCAT Test maker</p> <p>Summative: Results from 2013 FCAT 2.0 Reading Assessment</p>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	<p>The results of the 2012 FCAT 2.0 Reading Test indicate that 63% of student made learning gains.</p> <p>Our goal for the 2012-2013 school year is to increase student achieving learning gains by 5 percentage points to 68%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (672)	68% (725)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 4 Informational Text</p> <p>Differentiated Instruction is necessary to target students' individualized learning needs.</p>	<p>Students will practice locating and verifying details, critically analyzing text, synthesize details to draw conclusion from a variety of text.</p> <p>Utilize the School Wide Instructional Initiative Plan (SWIIP) to monitor student growth on monthly assessments , identify areas of weakness to re-teach in order to improve student achievement and skill mastery in Reading and formative evaluation tools will be facilitated to reinforce reading strategies for students not meeting proficiency.</p>	MTSS/RTI Leadership Team	<p>Department Chairs and teachers will review formative assessments data reports monthly to ensure progress is being made and adjust instruction as needed.</p> <p>Administrators will review lesson plans aligned to District Pacing Guides during walk-throughs.</p> <p>Department chair will adjust school-wide instructional focus calendar after assessments to target specific benchmarks.</p>	<p>Formative: Computer Assisted/Enhanced Programs reports from: FCAT Explorer/FOCUS, Riverdeep, Reading Plus, Compass Learning, Study Island, Discovery Learning, and Khan Academy</p> <p>District Interim Assessments Pre/Mid/Post Test Monthly assessments utilizing FCAT Test maker</p> <p>Summative: Results from 2013 FCAT 2.0 Reading Assessment</p>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	<p>The results of the 2012 FCAT 2.0 Reading Test indicate that 73% in the Lowest 25% made learning gains.</p> <p>Our goal for the 2012-2013 school year is to increase the percentage of students in the lowest 25% making learning gains by 5 percentage points to 78%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:

73% (197)

78% (211)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 2 Reading Application.</p> <p>Differentiated instruction needs to be instituted based on monthly assessments data and utilize the school's Targeted Assistance Plan (TAP) for prescribed CAI and CEI programs.</p> <p>Students' performance outcomes demonstrate the need to incorporate opportunities to participate in national, regional, state, and district competitions to exposed students to real world literacy.</p>	<p>Use a wide variety of text to help student summarize main points with graphic organizers, summarizing activities, questioning the author, and text marking.</p> <p>Differentiated instruction needs to be instituted based on monthly assessments data and utilize the school's Targeted Assistance Plan (TAP) for prescribed CAI and CEI programs.</p> <p>Weekly pull-out and push-in tutoring utilizing FCAT 2.0 resources, task cards and formative evaluation tools will be facilitated to reinforce reading strategies for students not meeting proficiency.</p>	MTSS/RTI Leadership Team	<p>Department Chairs and teachers will review formative assessments data reports monthly to ensure progress is being made and adjust instruction as needed.</p> <p>Administrators will review lesson plans aligned to District Pacing Guides during walk-throughs.</p> <p>Department chair will adjust school-wide instructional focus calendar after assessments to target specific benchmarks.</p>	<p>Formative: Computer Assisted/Enhanced Programs reports from: FAIR, Voyager/Language, FCAT Explorer/FOCUS, Riverdeep, Reading Plus, Compass Learning, Study Island, Discovery Learning, and Khan Academy</p> <p>District Interim Assessments Pre/Mid/Post Test Monthly assessments utilizing FCAT Test maker</p> <p>Summative: Results from 2013 FCAT 2.0 Reading Assessment</p>

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # Annually, the school will increase its total population of proficient students on the FCAT Reading exam. As a result, 72% of students will read at proficiency by the end of the 2016-2017 school- year.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	48	53	57	62	67	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	<p>The results of the 2012 FCAT 2.0 Reading Test indicate that 43% of students in the Black subgroup achieved proficiency.</p> <p>Our goal for the 2012-2013 school year is to increase student proficiency by 13 percentage points to 56%.</p> <p>The results of the 2012 FCAT 2.0 Reading Test indicate that 40% of students in the White subgroup achieved proficiency.</p> <p>Our goal for the 2012-2013 school year is to increase student proficiency by 6 percentage points to 46%.</p> <p>The results of the 2012 FCAT 2.0 Reading Test indicate that 52% of students in the Hispanic subgroup achieved proficiency.</p> <p>Our goal for the 2012-2013 school year is to increase</p>
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	<p>student proficiency by 4 percentage points to 56%.</p> <p>The results of the 2012 FCAT 2.0 Reading Test indicate that 47% of students in the Asian subgroup achieved proficiency.</p> <p>Our goal for the 2012-2013 school year is to increase student proficiency by 7 percentage points to 54%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 43% (462) White: 40% (4) Hispanic: 52% (33) Asian: 47% (8) American Indian: N/A	Black: 56% (601) White: 46% (5) Hispanic: 56% (36) Asian: 54% (9) American Indian: N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2 – Reading Application</p> <p>Differentiated instruction needs to be instituted based on monthly assessments data and utilize the school's Targeted Assistance Plan (TAP) for prescribed CAI and CEI programs.</p>	<p>Implement differentiated instructional strategies in small groups for all grade levels focusing on Category 2: Reading Application.</p> <p>Increase student Participation in Computer Assisted Instruction (CAI) for all grade levels.</p> <p>Utilize the School Wide Instructional Initiative Plan (SWIIP) to monitor student growth on monthly assessments and identify areas of weakness to re-teach in order to improve student achievement and skill mastery in Reading.</p> <p>Weekly pull-out and push-in tutoring utilizing FCAT 2.0 resources, task cards and formative evaluation tools will be facilitated to reinforce reading strategies for students not meeting proficiency.</p>	MTSS/RtI Leadership Team	<p>MTSS/RtI Leadership Team will meet quarterly to monitor student progress and the effectiveness of program delivery using data from District Assessments and monthly reports from CAI programs.</p> <p>Administrators will review lesson plans aligned to District Pacing Guides during walk-throughs.</p> <p>Department Chairs will adjust school-wide instructional focus calendar to target specific benchmarks.</p>	<p>Formative: Computer Assisted/Enhanced Programs reports from: FAIR, Voyager/Language, FCAT Explorer/FOCUS, Riverdeep, Reading Plus, Compass Learning, Study Island, Discovery Learning, and Khan Academy</p> <p>District Interim Assessments Pre/Mid/Post Test Monthly assessments utilizing FCAT Test maker</p> <p>Summative: Results from 2013 FCAT 2.0 Reading Assessment</p>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	<p>The results of the 2012 FCAT 2.0 Reading Test indicate that 19% of ELL students in grade 6-8 achieved Level 3 proficiency.</p> <p>Our goal for the 2012-2013 school year is to increase student proficiency by 10% percentage points to 29%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (15)	29% (23)

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	<p>According to the 2012 FCAT Reading results, benchmarks in need of the greatest improvement is Informational Text/Research Process.</p> <p>Students lack language acquisition necessary to achieve proficiency. Students need reading language development (phonemic awareness, phonics, fluency, vocabulary, comprehension) Students need explicit and systematic instruction in English.</p>	<p>Implement the research-based reading program Inside to address reading development deficiencies through the ESOL Developmental courses. Include vocabulary strategies to foster language development. Facilitate guided reading to model the practices of capable readers and interpretation of text. Read aloud to students. Utilize graphic organizers before, during and after instruction. Include differentiated instruction in classrooms to target skill deficiencies. Use the Achieve 3000 and/or Imagine Learning software to differentiate and reinforce learning. Extend time or shorten assignments as needed to allow additional processing time. Utilize visuals and kinesthetic strategies to address varying learning styles. Build background knowledge thru the use of short readings, videos, class discussions, visuals, the internet, Discovery Education.</p>	MTSS/RTI Leadership Team	<p>Reading Coach, Language Arts Through ESOL and Developmental teachers will analyze District Interim Assessment data and Florida Assessment In Reading (FAIR) test. Data will be used to determine the effectiveness of strategies utilized and will decide to continue or alter the plan of action based on pupil progression. Data will guide differentiated instruction.</p> <p>Grade level PLCs will be conducted to share Best Practices.</p>	<p>Formative: Computer Assisted/Enhanced Programs reports from: FCAT Explorer/FOCUS, Riverdeep, Discovery Learning, and Achieve 3000</p> <p>District Interim Assessments Pre/Mid/Post Test Monthly assessments utilizing FCAT Test maker</p> <p>Summative: Results from 2013 FCAT 2.0 Reading Assessment</p>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the 2012 FCAT 2.0 Reading Test indicate that 13% of Students with Disabilities in grade 6-8 achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 11% percentage points to 24%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (12)	24% (23)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	<p>According to the 2012 FCAT Reading results, tested benchmarks in need of the greatest improvement is Informational Text/Research Process</p> <p>Students have difficulty</p>	<p>Utilize graphic organizers and before, during and after instruction strategies.</p> <p>Implement research-based reading programs (Voyager) to address reading development</p>	MTSS/RTI Leadership Team	<p>Department Chairs and teachers will review formative assessments data reports monthly to ensure progress is being made and adjust instruction as needed. Administrators will review</p>	<p>District Interim Assessments Pre/Mid/Post Test Monthly assessments utilizing FCAT Test maker</p> <p>Summative: Results from 2013</p>

1	<p>processing large amounts and complex information. Many are two or more years below grade level. Students have difficulty concentrating and answering high complexity questions.</p>	<p>deficiencies through the Intensive Reading courses.</p> <p>Facilitate guided reading to model the practices of capable readers and read aloud to students.</p> <p>Differentiated instruction in to target skill deficiencies after reading. Extend time or shorten assignments as needed to allow additional processing time as needed.</p> <p>Utilize visuals and kinesthetic strategies to address varying learning styles.</p> <p>Break larger/longer assignments into multiple smaller/shorter assignments.</p> <p>Use Achieve 3000, FCAT Explorer and I-Learning to reinforce learning</p> <p>Build background.</p>	<p>lesson plans aligned to District Pacing Guides during walk-throughs. Department chair will adjust school-wide instructional focus calendar after assessments to target specific benchmarks.</p>	<p>FCAT 2.0 Reading Assessment</p>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

<p>5E. Economically Disadvantaged students not making satisfactory progress in reading.</p> <p>Reading Goal #5E:</p>	<p>The results of the 2012 FCAT 2.0 Reading Test indicate that 41% of students in the Economically Disadvantage subgroup achieved proficiency.</p> <p>Our goal is to increase student proficiency by 11 percentage points to 27%.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>41% (414)</p>	<p>52% (525)</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 3- Literary Analysis-Fiction/Nonfiction.</p>	<p>Utilize grade-level texts that include graphic organizers, concept maps, open compare/contrast signal words, and reading from a wide variety of text.</p> <p>Utilize the School Wide Instructional Initiative Plan (SWIIP) to monitor student growth on monthly assessments and identify areas of weakness to re-teach in order to improve student achievement and skill mastery in Reading.</p> <p>Formative evaluation tools will be</p>	<p>MTSS/RtI Leadership Team</p>	<p>MTSS/RtI Leadership Team will meet quarterly to monitor student progress and the effectiveness of program delivery using data from District Assessments and monthly reports from CAI programs.</p> <p>Administrators will review lesson plans aligned to District Pacing Guides during walk-throughs.</p> <p>Department Chairs will adjust school-wide instructional focus calendar to target specific benchmarks.</p>	<p>Formative: Computer Assisted/Enhanced Programs reports from: FAIR, Voyager/Language, FCAT Explorer/FOCUS, Riverdeep, Compass Learning, Study Island, and Discovery Education.</p> <p>District Interim Assessments Pre/Mid/Post Test Monthly assessments utilizing FCAT Test maker</p>

	facilitated to reinforce reading strategies for students not meeting proficiency.		Summative: Results from 2013 FCAT 2.0 Reading Assessment
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective Reading Strategies (Reciprocal Teaching and Differentiated Instruction)	6-8	Reading Coach	Language Arts, ESOL, Reading and SPED Department	10/25/12 Early Release	Classroom Walk Throughs, Review Student Folders	Principal Assistant Principals Reading Coach
PLC Discussions	6-8	Department Chair	Language Arts, ESOL, Reading and SPED Department	Weekly Department Meetings (Monday and Friday)	Quarterly meetings with Administration	Principal Assistant Principal
Lesson Study (Common Core)	6-8	Reading Coach/PD Liaison	Language Arts, ESOL, Reading and SPED Department	11/6/12 District PD Day	Quarterly meetings with Administration	Principal Assistant Principals
Technology (Study Island, Compass Learning, FCAT Explorer/FOCUS, and Edusoft)	6-8	Technology Chair	Language Arts, ESOL, Reading and SPED Department	10/25/12 Early Release	Classroom Walk Throughs, Review of Reports	Principal Assistant Principals Technology Department Chair

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
1a.1, 1a.2, 2a.1, 3a.1, 4a.1, 5b.1 and 5e.1	Study Island	EESAC	\$3,700.00
			Subtotal: \$3,700.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking.		The results of the 2012 CELLA Test indicate that 32% of students achieved a Proficient in Listening/Speaking.			
CELLA Goal #1:					
2012 Current Percent of Students Proficient in listening/speaking:					
32%(25)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the 2012 CELLA Listening/Speaking results, the listening section in need of the greatest improvement is the Listening Comprehension - Extended Speech. ELL students need explicit and systematic instruction in English.	Implement the Inside Hampton Brown Phonics Kit, Classroom Libraries Folktales & CDS, Language & Selection CDs. Include differentiated instruction in classrooms to target skill deficiencies. Build background knowledge through the use of videos, class discussions, oral presentations, Discovery Education, and Imagination Learning.	MTSS/RtI Leadership Team	ELL teachers will review Achieve 3000 reports to ensure progress is being made and adjust instruction as needed. Administrators will review of lesson plans aligned to District Pacing Guides during walk-throughs.	Hampton Brown Unit Assessments. CELLA Assessment 2013. Classroom observations.

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading.		The results of the 2012 CELLA Test indicate that 24% of students achieved a Proficient in Reading.			
CELLA Goal #2:					
2012 Current Percent of Students Proficient in reading:					
24% (19)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	According to the 2012 CELLA Reading results, students need additional opportunities in Reading instruction and application of strategies.	<p>Activate Prior Knowledge Word Banks/Vocabulary Notebooks Focus on Key Vocabulary Use Task Cards Graphic Organizers Reciprocal Teaching Cooperative Learning (Group Reports/Projects) Visual</p> <p>Heritage Language/English Dictionary Summarizing</p>	MTSS/RtI Leadership Team	<p>Department Chairs and teachers will review formative assessments data reports monthly to ensure progress is being made and adjust instruction as needed.</p> <p>Administrators will review lesson plans aligned to District Pacing Guides during walk-throughs. Department chair will adjust school-wide instructional focus calendar after assessments to target specific benchmarks.</p>	<p>District Interim Assessments</p> <p>Florida Assessment for Instructional Reading (FAIR)</p> <p>Hampton Brown Unit Assessments</p> <p>CELLA Assessment 2013</p>
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Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	The results of the 2012 CELLA Test indicate that 18% of students achieved a Proficient in Writing.
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2012 Current Percent of Students Proficient in writing:

18% (14)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Students inability to answer questions related to English grammar, sentence structure, write sentences and paragraphs</p> <p>Lack of vocabulary preventing ELL students to write expository/persuasive essay.</p>	<p>Explicit instructions in spelling rules/strategies, root words, prefixes, suffixes, Greek and Latin root words, multiple meaning.</p> <p>Use prewriting strategies to generate ideas and formulate a plan.</p> <p>Maintain a writer's notebook/folder. Use revising/editing charts, teacher conferencing, or peer editing.</p> <p>Create lists of sensory words, rhyming words, words with multiple meaning, idioms to assist in writing. Review writing samples to be able to identify punctuation, subject/verb agreement errors.</p> <p>Use of graphic organizers</p>	MTSS/RtI Leadership Team	<p>Inside Grammar Language Transparency</p> <p>Inside Writing Transparencies</p> <p>Develop and maintain a Writer's Notebook, Journal and/or portfolio.</p> <p>Use a variety of graphic organizers, outlines, and charts to create a plan for writing that identifies main idea and supporting details.</p> <p>The results from this assessment /evaluation tool will be used to guide and differentiate instruction on a monthly basis by ELL teachers.</p>	<p>Formative: Achieve 3000 reports</p> <p>Summative: Results from 2013 CELLA assessment</p>

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CELLA Goals

Middle School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	The results of the 2012 FCAT Mathematics Test indicate that 30% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 8% percentage points to 38%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (350)	38% (443)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as demonstrated on the 2013 administration of the FCAT Mathematics Test was in Reporting Category 3 (Geometry and Measurement) for students in grades 6 – 8. In addition, Reporting Category 4 (Statistics & Probability) was an area of deficiency in grade 7.	Provide students with grade-level appropriate enrichment activities that involve solving problems related to measurement including length, weight/mass, time, temperature, perimeter, area, volume/capacity, and angle. Implement the use of manipulatives across all grade levels.	MTSS/RtI Leadership Team Administrative Team Mathematics Department Chairperson	Review Baseline Assessment, Fall and Winter Interim Assessments in order to monitor students' progress in the areas of weakness. Review student folders Review of lesson plans aligned to District Pacing Guides during walk-throughs.	Formative: Computer Assisted/Enhanced Programs reports from: FCAT Explorer/FOCUS, Riverdeep, Compass Learning, GIZMOS, Study Island, Discovery Learning, and Khan Academy Summative: Results of 2013 FCAT 2.0 Mathematics Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2012 FCAT Mathematics Test indicate that 13% of students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase levels 4 and 5 student proficiency by 3% percentage point to 16%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (149)	16% (187)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The area of deficiency as demonstrated on the 2012 administration of the FCAT 2.0 Mathematics Test was Category 2.</p> <p>Students need additional practice on assessed benchmarks.</p> <p>The deficiency is due to limited classroom opportunities to develop exploration and inquiry activities</p>	<p>Provide students with opportunities to participate in enrichment activities that include exploration and inquiry.</p> <p>Students will be able to use Gizmos, Discovery Learning and other computer software to explore and create graphs and analyze data.</p> <p>Utilize the School Wide Instructional Initiative Plan (SWIIP) to monitor student growth on monthly assessments and identify areas of weakness to re-teach in order to improve student achievement and skill mastery in Mathematics.</p> <p>Formative evaluation tools will be utilized to reinforce math skills for students not meeting proficiency.</p>	<p>MTSS/RtI Leadership Team Administrative Team Mathematics Department Chairperson</p>	<p>Assessment, Fall and Winter Interim Assessment to monitor if students' progress in the area of Math.</p> <p>Review student folders</p> <p>Review of lesson plans aligned to District Pacing Guides during walk throughs.</p> <p>Adjust school-wide instructional focus calendar to target specific benchmarks. Review Baseline</p>	<p>Formative: Computer Assisted/Enhanced Programs reports from: FCAT Explorer/FOCUS, Riverdeep, Compass Learning, GIZMOS, Study Island, Discovery Learning, and Khan Academy</p> <p>District Interim Assessments data reports Pre/Mid/Post Test Monthly assessments utilizing FCAT Test maker Student authentic work</p> <p>Summative: Results of 2013 FCAT 2.0 Mathematics Test</p>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal # 3a:	The results of the 2012 FCAT Mathematics Test indicates that 66% of students made learning gains. Our goal for the year 2012-2013 is to increase students learning gains by 5 percentage points to 71 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (701)	71% (753)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test is Reporting Category 3 (Geometry & Measurement).	Provide student with opportunities to investigate geometric properties, and solve problems involving measurement. Implement the use of manipulatives across all grade levels and incorporate formative evaluation tools to reinforce math skills and strategies to aide students not meeting proficiency.	MTSS/RTI Leadership Team Administrative Team Mathematics Department Chairperson	Review of lesson plans aligned to District Pacing Guides during walk throughs. Adjust school-wide instructional focus calendar to target specific benchmarks.	Formative: Computer Assisted/Enhanced Programs reports from: FCAT Explorer/FOCUS, Riverdeep, Compass Learning, GIZMOS, Study Island, Discovery Learning, and Khan Academy District Interim Assessments data reports Pre/Mid/Post Test Monthly assessments utilizing FCAT Test maker Student authentic work Summative: Results of 2013 FCAT 2.0 Mathematics Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal # 3b:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2012 FCAT 2.0 Mathematics Test indicates that 74% of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase the lowest 25% achieving learning gains by 5 percentage points to 79%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (205)	79% (215)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Category 3 (Geometry & Measurement) in grades 6-8.	Provide students with grade-level appropriate enrichment activities that involve solving problems related to measurement including length, weight/mass, time, temperature, perimeter, area, volume/capacity, and angle Facilitate weekly pull-out and push-in tutoring with interventionists to reinforce skills in areas of deficiency. Formative evaluation utilized to reinforce math skills and strategies for students not meeting proficiency.	MTSS/RTI Leadership Team Administrative Team Mathematics Department Chairperson	Review Baseline Assessment, Fall and Winter Interim Assessment to monitor if students' progress in the area of Measurement. Adjust school-wide instructional focus calendar to target specific benchmarks.	Formative: Computer Assisted/Enhanced Programs reports from: FCAT Explorer/FOCUS, Riverdeep, Compass Learning, GIZMOS, Study Island, Discovery Learning, and Khan Academy District Interim Assessments data reports Pre/Mid/Post Test Monthly assessments utilizing FCAT Test maker Student authentic work Summative: Results of 2013 FCAT 2.0 Mathematics Test

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Middle School Mathematics Goal # Annually, the school will increase its total population of proficient students on the FCAT 2.0, EOCs, or FAA Level Mathematics. As a result, 74% of students will be at proficiency by the end of the 2016-2017 school year.
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Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	52	57	61	65	70	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5B:</p>	<p>White: The results of the 2011-2012 FCAT 2.0 Mathematics Test indicates that 30% of students in the White Subgroup made learning gains.</p> <p>Our goal for the year 2012-2013 is to increase students learning gains by 7 percentage points to 37%.</p> <p>Black: The results of the 2011-2012 FCAT 2.0 Mathematics Test indicates that 43% of students in the Black Subgroup made learning gains.</p> <p>Our goal for the year 2012-2013 is to increase students learning gains by 13 percentage points to 56%.</p> <p>Hispanic: The results of the 2011-2012 FCAT 2.0 Mathematics Test indicates that 49% of students in the Hispanic Subgroup made learning gains.</p> <p>Our goal for the year 2012-2013 is to increase students learning gains by 11 percentage points to 60%.</p> <p>Asian: The results of the 2011-2012 FCAT 2.0 Mathematics Test indicates that 67% of students in the Asian Subgroup made learning gains.</p> <p>Our goal for the year 2012-2013 is to increase students learning gains by 1 percentage points to 68%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
<p>White: 30% (3)</p> <p>Black: 43% (462)</p> <p>Hispanic: 49% (31)</p> <p>Asian: 67% (11)</p> <p>American Indian: N/A</p>	<p>White: 37% (4)</p> <p>Black: 56% (601)</p> <p>Hispanic: 60% (38)</p> <p>Asian: 68% (12)</p> <p>American Indian: N/A</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Small group differentiated instruction has not been implemented with consistency.	<p>Implement a schedule for small group instruction during the mathematics instructional block using data collected from interim and monthly assessment data.</p> <p>Formative evaluation tools will be utilized to aide in differentiating student instruction.</p> <p>During small group instruction, differentiated instruction will focus on students' deficient areas. Individualized technology-based projects will be assigned and monitored by teacher.</p>	MTSS/RtI Leadership Team Administrative Team Mathematics Department Chairperson	<p>MTSS/RtI Team will monitor assessments and provide immediate intervention utilizing data driven instruction and differentiated instruction to ensure skill attainment.</p> <p>Review of lesson plans aligned to District Pacing Guides during walk throughs.</p> <p>Adjust school-wide instructional focus calendar to target specific benchmarks.</p>	<p>Formative: Computer Assisted/Enhanced Programs reports from: FCAT Explorer/FOCUS, Riverdeep, Compass Learning, GIZMOS, Study Island, Discovery Learning, and Khan Academy</p> <p>District Interim Assessments data reports Pre/Mid/Post Test Monthly assessments utilizing FCAT Test maker Student authentic work</p>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 31% of ELL students in grade 6-8 achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 6% percentage points to 37%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (24)	37% (29)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The ELL subgroup lacked an understanding of the problem solving skills in the English language, which has impeded student growth.	Provide real life context for mathematical explorations and develop student understanding through the support of literature, oral discussions, and videos. The students will be provided with internet based resources such as a Khan Academy and Study Island.	MTSS/RtI Leadership Team Administrative Team Mathematics Department Chairperson	MTSS/RtI Team will monitor assessments and provide immediate intervention utilizing data driven instruction and differentiated instruction to ensure skill attainment. Review of lesson plans aligned to District Pacing Guides during walk throughs. Adjust school-wide instructional focus calendar to target specific benchmarks.	Formative: Computer Assisted/Enhanced Programs reports from: FCAT Explorer/FOCUS, Riverdeep, Compass Learning, GIZMOS, Study Island, Discovery Learning, and Khan Academy District Interim Assessments data reports Pre/Mid/Post Test Monthly assessments utilizing FCAT Test maker Student authentic work Summative: Results of 2013 FCAT 2.0 Mathematics Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 22% of Students with Disabilities in grades 6-8 achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 6% percentage points to 28%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (20)	28% (25)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Differentiated-instruction needs to be instituted based on monthly assessment data.</p> <p>Utilization of the school's Targeted Assistance Plan (TAP) for prescribed CAI and CEI programs needs to be consistently monitored.</p>	<p>Utilize the School Wide Instructional Initiative Plan (SWIIP) to monitor student growth on monthly assessments, Identify areas of weakness, and to re-teach skills on which students continue to show lack of mastery.</p> <p>Weekly pull-out and push-in tutoring with interventionists will be facilitated to reinforce Math skills for students not meeting proficiency.</p> <p>Formative Evaluation tools will be infused to meet individual student needs.</p>	<p>MTSS/RtI Leadership Team Administrative Team Mathematics Department Chairperson</p>	<p>MTSS/RtI Team will monitor assessments and provide immediate intervention utilizing data driven instruction and differentiated instruction to ensure skill attainment.</p> <p>Review of lesson plans aligned to District Pacing Guides during walk throughs.</p> <p>Adjust school-wide instructional focus calendar to target specific benchmarks.</p>	<p>Formative: Computer Assisted/Enhanced Programs reports from: FCAT Explorer/FOCUS, Riverdeep, Compass Learning, GIZMOS, Study Island, Discovery Learning, and Khan Academy</p> <p>District Interim Assessments data reports Pre/Mid/Post Test Monthly assessments utilizing FCAT Test maker Student authentic work</p> <p>Summative: Results of 2013 FCAT 2.0 Mathematics Test</p>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

<p>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5E:</p>	<p>The results of the 2012 FCAT 2.0 Mathematics Test indicates that 43% of Economically Disadvantaged students in grades 6-8 achieved proficiency in Mathematics.</p> <p>Our goal for the 2012-2013 school year is to increase the Economically Disadvantaged students achieving proficiency by 14 percentage points to 57%.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>43% (431)</p>	<p>57% (572)</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>As noted on the administration of the 2012 FCAT Mathematics Test Economically Disadvantaged demonstrated a deficiency.</p> <p>Small group differentiated instruction has not been implemented with consistency along with manipulatives and real world problems.</p>	<p>Implement a rotation schedule for small group instruction during the mathematics instructional block.</p> <p>Provide students with manipulatives to develop an understanding of math and infuse evaluation tools to aide individual student needs.</p>	<p>MTSS/RtI Leadership Team Administrative Team Mathematics Department Chairperson</p>	<p>Review Baseline Assessment, Fall and Winter Interim Assessment to monitor if students' progress in the area of Measurement.</p> <p>Adjust school-wide instructional focus calendar to target specific benchmarks.</p>	<p>Formative: Computer Assisted/Enhanced Programs reports from: Compass Learning, GIZMOS, Study Island, Discovery Learning, and Khan Academy</p> <p>District Interim Assessments data reports Pre/Mid/Post Test Monthly assessments</p>

utilizing FCAT Test maker
Student authentic work

Summative:
Results of 2013
FCAT 2.0
Mathematics Test

Algebra End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	The results of the 2012 Algebra EOC assessment indicate that 63% of students scored Level 3. Our goal for the 2012-2013 school year is to maintain and/or increase Level 3 student proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (19)	63% (19)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency on the 2012 Algebra 1 End of Course assessment data indicates a need for improvement in the area of Rationals, Radicals, Quadratics, and Discrete Mathematics. Students demonstrate difficulty in being able to successfully complete problems involving Rationals, Radicals, Quadratics, and Discrete Mathematics. Limited access of appropriate technology to enhance instructional delivery for these areas of deficiencies.	Integration of the graphing calculator as a tool for exploration and investigation. Mathematics teachers will attend the training for the Algebra 1. Utilize warm-up exercises and reinforcement activities as a means to achieve mastery of Algebra 1 related benchmarks. Utilize direct instruction of academic vocabulary using graphic organizers and vocabulary notebooks.	MTSS/RTI Leadership Team Math chair	Review formative interim data reports on a monthly basis to ensure progress is being made and adjust instruction as needed. Leadership team will do focused weekly classroom walkthroughs to observe student responsiveness to activities and alignment to the pacing guide.	Formative: Monthly progress monitoring/assessments and District Interim Data reports Summative: Results of the 2013 Algebra EOC assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The results of the 2012 Algebra EOC assessment indicate that 33% of students scored Level 4-5. Our goal for the 2012-2013 school year is to maintain and/or increase Level 4-5 student proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:

33% (10)			33% (10)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency on the 2012 Algebra 1 End of Course assessment data indicates a need for improvement in the area of Polynomials. The students' familiarity with manipulatives and graphing calculators. The students' non-proficiency and exposure to higher order thinking questions.	Infuse manipulatives and practice with the graphing calculator in lesson plans via common planning; ensure manipulatives are infused in the completion of performance-based activities. Emphasize higher order activities and rigor via the Lesson Study process and common planning; ensure higher order questions are being used to promote critical, independent, creative thinking and a deeper understanding of the content.	MTSS/RtI Leadership Team	Review formative interim data reports on a monthly basis to ensure progress is being made and adjust instruction as needed. Leadership team will do focused weekly classroom walkthroughs to observe student responsiveness to activities and evaluate alignment to the pacing guide.	Formative: Monthly progress monitoring/assessments and District Interim Data reports Summative: Results of the 2013 Algebra EOC assessment

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Algebra Goal # Annually, the school will increase its total population of proficient students on the EOC Mathematics. 3A : As a result, 74% of students will be at proficiency by the				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	52	57	61	65	70	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	The results of 2012 Algebra EOC indicate that 43% of Black students achieved proficiency. Our goal is to increase the percentage of Blacks students to 56%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (12)	56% (15)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The area of deficiency on the 2012 Algebra 1 End of Course assessment data	The teacher will utilize warm-up exercises and reinforcement activities as a means to achieve	MTSS/RtI Leadership Team	Review formative interim data reports to ensure progress is being made and adjust instruction as	Formative: Monthly progress monitoring/assessments and District Interim

1	indicates a need for improvement in the area of Rationals, Radicals, Quadratics, and Discrete Mathematics. Students demonstrate difficulty in being able to successfully complete problems involving Rationals, Radicals, Quadratics, and Discrete Mathematics. The students lacked the opportunity to receive instruction using varied modalities.	mastery of Algebra 1 related benchmarks. As well as, utilize computer programs to help understand algebraic and geometric concepts identified in NGSSS Algebra 1 course descriptions. Maximize the use of the Interactive Boards and Response devices in order to increase the dynamics of instruction and allow for differentiation.	needed. Leadership team will do focused weekly classroom walkthroughs to observe student responsiveness to activities, evaluate alignment to the pacing guide and adherence to small group schedule.	Data reports Summative: Results of the 2013 Algebra EOC assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3E. Economically Disadvantaged students not making	The results of the 2012 Algebra EOC indicate that 43% of
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satisfactory progress in Algebra. Algebra Goal #3E:	Economically Disadvantage students achieved proficiency. Our goal for 2012-2013 is to increase student proficiency to 57%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (12)	57% (16)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency on the 2012 Algebra 1 End of Course assessment data indicates a need for improvement in the area of Rationals, Radicals, Quadratics, and Discrete Mathematics. Students demonstrate difficulty in being able to successfully complete problems involving Rationals, Radicals, Quadratics, and Discrete Mathematics. The students lacked the opportunity to receive instruction using varied modalities.	The teacher will utilize warm-up exercises and reinforcement activities as a means to achieve mastery of Algebra 1 related benchmarks. As well as, utilize computer programs to help understand algebraic and geometric concepts identified in NGSSS Algebra 1 course descriptions. Maximize the use of the Interactive Boards and Response devices in order to increase the dynamics of instruction and allow for differentiation.	MTSS/RTI Leadership Team	During department meetings, results of monthly progress assessments will be reviewed to ensure.	Formative: Monthly progress monitoring/assessments and District Interim Data reports Summative: Results of the 2013 Algebra EOC assessment

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal #				
	Not Applicable				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	Not Applicable	Not Applicable	Not Applicable	Not Applicable	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3C. English Language Learners (ELL) not making	
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satisfactory progress in Geometry. Geometry Goal #3C:		Not Applicable			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Not Applicable		Not Applicable			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:		Not Applicable			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Not Applicable		Not Applicable			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:		Not Applicable			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Not Applicable		Not Applicable			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	6-8/Math	Math Dept. Chair	Grades 6-8 Math instructors	October 2012 Early Release	Lesson Plans Classroom Visitation	Principal Assistant Principal Math Dept. Chair
Utilization of District Math Resources	6-8/Math	Math Dept. Chair	Grades 6-8 Math instructors	August 2012 On-going	Lesson Plans Classroom Visitation	Principal Assistant Principal Math Dept. Chair
Implementation of Math Strategies	6-8/Math	Math Dept. Chair	Grades 6-8 Math instructors	September 2012 2nd and 4th Wednesday	Lesson Plans Classroom Visitation	Principal Assistant Principal Math Dept. Chair

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.	The results of the 2012 FCAT Science Test indicate that 19% of students in grade 8 achieved FCAT Level 3.

Science Goal #1a:	Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency to 24%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (76)	24% (98)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Results of the 2012 FCAT 2.0 Science assessment indicate that students had difficulty with Reporting Category 1 – Nature of Science.</p> <p>Students need additional exposure to instructional strategies and activities that are linked to increased rigor in Science.</p>	<p>Develop models to understand, illustrate, and explain key scientific ideas and data. Provide students with opportunities to share models and ideas with mentors and peers.</p> <p>Teachers will utilize Essential Labs and Power Writing in daily instruction.</p> <p>In addition Evaluation Tools such as: GIZMOS, Study Island, and Discovery Education will be infused to aide students with Science concepts.</p>	MTSS/RtI Leadership Team	<p>The Science Department chair will use Edusoft reports to review the results of monthly science assessments. Instruction will be intensified and curriculum focus will be adjusted as necessary.</p> <p>MTSS/RtI Team will monitor assessments and provide immediate intervention utilizing data driven instruction and differentiated instruction to ensure skill attainment.</p> <p>Review of lesson plans aligned to District Pacing Guides during walk throughs.</p>	<p>Formative: Computer Assisted/Enhanced Programs reports from: FCAT Explorer/FOCUS, Riverdeep, Compass Learning, GIZMOS, QZAB, Study Island, Discovery Learning, and Khan Academy</p> <p>District Interim Assessments data reports Pre/Mid/Post Test Monthly assessments utilizing FCAT Test maker</p> <p>Summative: The 2013 FCAT 2.0 Science assessment</p>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	Not Applicable
Science Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The results of the 2012 FCAT Science Test indicate that 3%% of students achieved proficiency FCAT Level 4 and 5. Our goal for the 2012-2013 school years is to increase the percentage of students achieving proficiency levels 4 and 5 by two percentage points to 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
3% (11)	5% (21)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Results of the 2012 FCAT 2.0 Science assessment indicate that students had difficulty with Reporting Category 2 – Earth and Space Science.	Provide students with extended opportunities to explore the relationship among the moon, earth and sun. Incorporate hands-on activities, interactive technology such as GIZMOS, QZAB and videos such as those provided by Discovery Education.	MTSS/RtI Leadership Team	The Science Department chair will use Edusoft reports to review the results of monthly science assessments. Instruction will be intensified and curriculum focus will be adjusted as necessary. MTSS/RtI Team will monitor assessments and provide immediate intervention utilizing data driven instruction and differentiated instruction to ensure skill attainment.	Formative: District Interim Assessment, Monthly Assessments and GIZMO/QZAB Reports Summative: The 2013 FCAT 2.0 Science assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Implementation of New Next Generation Standards	6-8/Science	District	Science, Grades 6-8	September 17, 2012	Lesson Plans District Pacing Guide Classroom Visitation	Principal Assistant Principal Science Chairperson
GIZMO	6-8/Science	District	Science, Grades 6-8	October 25, 2012	Lesson Plans District Pacing Guide Classroom Visitation	Principal Assistant Principal Science Chairperson
Utilization of District Science Programs	6-8/Science	Science Chairperson	Science, Grades 6-8	Monday & Friday Mornings On-going	Lesson Plans District Pacing Guide Classroom Visitation	Principal Assistant Principal Science Chairperson

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.	The results of the 2012 FCAT Writing Test indicate that 63% of students scored Level 3 or higher.
Writing Goal #1a:	Our goal for the 2012-2013 schools year is increase 4 percentage to 67%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
63%(264)	67% (279)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The areas of deficiency as noted on the 2012 administration of the Writing FCAT was Writing Application, a writing process centered on prewriting, drafting, revising, editing and presenting.	<p>During writing instruction, students will utilize a graphic organizer/plan to write a draft organized with a logical beginning, middle, and end. Students will use rubrics with level appropriate language for self-assessment and monitoring of progress.</p> <p>Increase students' writing skills and knowledge of the writing process to participate in national, regional, state, and district writing competitions.</p> <p>Incorporate mini workshops to address the steps of the writing process and implement the Six-Traits of Writing activities.</p>	MTSS/RtI Leadership Team	<p>Provide differentiated writing instruction for students with emphasis on persuasive essays.</p> <p>Administer and score students' monthly writing prompts to monitor students' progress and to adjust focus as needed.</p> <p>Participate in District/State writing essay contests.</p> <p>Review student folders</p> <p>Review of lesson plans aligned to District Pacing Guides during walk throughs.</p>	<p>Formative: District Baseline data and monthly writing prompts</p> <p>Summative: 2013 FCAT Writing Test</p>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Standards	6-8	District Staff	Language Arts, ESOL, and SPED	October 16, 2012 October 30, 2012	Classroom Visitation Student Writing Samples	Principal Assistant Principal Department Chairperson
Best Practices including, holistic scoring using the FCAT Writes rubric, peer editing, sentence variety, and persuasive writing.	6-8	Department Chair	Language Arts, ESOL, SPED, and Reading Department	District PD Day 11/06/12	Lesson Plans District Pacing Guide Classroom Visitation Student Writing Samples	Principal Assistant Principal Department Chairperson
Power Writing	6-8	Social Studies Chair	School-wide	District PD Day 11/06/12	Lesson Plans District Pacing Guide Classroom Visitation Student Writing Samples	Principal Assistant Principal Department Chairperson

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas

in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	The 2012 Baseline Civics data show that 0% of students were proficient. Our goal is to raise the level of proficiency in the Civics EOC to 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (34)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on students' prior knowledge of the Civics curriculum, we foresee that students will have a limited understanding and knowledge of civics.	Provide classroom activities which will help students in developing an understanding of the content-specific vocabulary taught in civics. Utilize strategies to strengthen students' abilities to read and interpret graphs, charts, maps, timelines, political cartoons, and graphic representations.	Administration and Department Chair will be responsible for the monitoring of the implementation of the identified strategies.	Monthly school generated assessments will be administered and scored in order to monitor students' progress and to adjust the instructional focus.	Monthly assessments Chapter/unit assessments Pre/Mid/Post test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	The 2012 Baseline Civics data show that 0% of students were proficient. Our goal is to raise the level of proficiency in the Civics EOC to 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (34)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on students' prior knowledge of the Civics curriculum, we foresee that students will have a limited understanding and knowledge of civics.	Provide opportunities for students to utilize print and non-print resources to research specific issues related to civics; help students provide alternate solution to the problems researched. Implement project based learning activities including co-curricular programs offered by the district.	Administration will be responsible for the monitoring of the implementation of the identified strategies.	Monthly school generated assessments will be administered and scored in order to monitor students' progress and to adjust the instructional focus.	Monthly assessments Chapter/unit assessments Pre/Mid/Post test

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Civics EOC	7th	Department Chair	7th Grade Social Studies teachers	Early Release 12/13/12	Lesson Plans Results of Baseline and Interim Assessment Data	Principal Assistant Principal Department Chairperson
World History	6th	Department Chair	6th grade Social Studies Teachers	Early Release 12/13/12	Lesson Plans	Principal Assistant Principal Department Chairperson
Edusoft	6-8	Technology/Test Chair	Social Studies Department	Early Release 10/25/12	Results of Baseline and Interim Assessment Data	Principal Assistant Principal Department Chairperson
Project Citizen	6-8	MDCPS- District	6-8	Early Release 1/17/13	Lesson Plans	Principal Assistant Principal Department Chairperson

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Civics Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Attendance Attendance Goal #1:	Our goal for 2012 - 2013 school year is to increase attendance to 98 % by minimizing absences due to illnesses and truancy, and to create a climate in our school where parents, students, and faculty feel welcomed and appreciated.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.11%(1184)	95.61%(1190)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
287	273
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
227	216

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Truancy increased from the previous year. This is attributed to lack of parental monitoring of students' attendance.	<p>Inform parents of attendance policies and procedures notifications in opening of school and open house.</p> <p>Identify and refer students who may be developing a pattern of nonattendance to the Truancy Child Study Team for intervention services.</p> <p>Contact parents of truancy student through Connect-Ed</p>	Assistant Principal, Team Leaders, and Activities Director	Daily review of the attendance bulletins to reduce the number of unexcused absences.	Attendance Bulletin Truancy Report Electronic Gradebook Teacher Log COGNOS reports Truancy Referral Report
2	Excused absences have increased from the previous year.	<p>Tie attendance to student activities. Students with excessive absences and tardies.</p> <p>Recognize students with perfect attendance.</p> <p>Conduct parent workshops in their home language to clarify cultural and educational difference with current District Policies.</p>	<p>Assistant Principal, Team Leaders, Activities Director</p> <p>Community Involvement Specialist</p>	Monitor the Truancy Referral Report and identify student with decreased absences.	Electronic Gradebook Teacher Log COGNOS reports Truancy Referral Report

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
MDCPS Attendance Policy and Procedures	6-8	Student Service Department	School-wide Parents	Monthly during WUWA (Wake-up With Andover)	Parent sign-in logs	Assistant Principals Student Service Chair

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
1.1 & 1.2	Incentives	EESAC	\$500.00
			Subtotal: \$500.00
			Grand Total: \$500.00

End of Attendance Goal(s)

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	Our goal for the 2012- 2013 school year is to decrease the total number of suspensions by 10%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
322	290
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School

205	185
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
423	381
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
215	194

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents are unfamiliar with the Student Code of Conduct and unaware of the reasons for their child's suspensions.	Utilize the Student Code of Conduct by providing incentives for compliance through SPOT Success Recognition program and Team incentives. The school will implement a parent Saturday alternative to suspension program for students and parents.	Administrative Team Activities Director Team Leaders Student Services	Monitor Spot Success report by grade level and monitor COGNOS report on student outdoor suspension rate.	Participation Log for students who are recognized for complying with the Student Code of Conduct along with the monthly COGNOS suspension report

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Parent Academy: Parent Portal	6-8	Student Service Department	School-wide	Open House	Attendance logs	Administration CIS Activities Director Student Service Chair
Character Development	6-8	Student Service Department	6-8 Teams and Team Leaders	Monthly	Spot Success Report Student Names submitted monthly	Assistant Principal Student Service Chair Activities Director
SPOT Success program	6-8	Student Service Chair	School-wide	Monthly	Spot Success Report Student Names submitted monthly	Assistant Principal Student Service Chair Activities Director
					Review communication sheets/logs to determine	

The Student Code of Conduct	6-8	Student Service Chair	School-wide	August, 2012 November, 2012	the number of contacts made with parents of students who have been placed on indoor/outdoor suspensions. Review parent Participation log for the Student Code of Conduct workshop.	Administrative Team Team Leaders Student Services Team
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Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
1.1	Incentives	EESAC	\$500.00
			Subtotal: \$500.00
			Grand Total: \$500.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:			Not Applicable		
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:			2013 Expected Level of Parent Involvement:		
Not Applicable			Not Applicable		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal # 1:	Increase meetings between representatives from feeder middle and high schools to discuss magnet (CTE) articulation.
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students are unfamiliar with courses beyond middle school.	Identify magnet schools that are of interests to students. Schedule a number of meeting dates with high school magnet leaders.	Student Services Assistant Principal	Survey Monkey will be used to survey the students. Results will be used based on the magnet schools the students are interested in attending, and the career courses that students are currently enrolled in.	Report for articulation meetings and meeting logs between feeder middle and high schools.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Khan Academy	6-8	Department Chairs	Math and Science Department	Early Release 2/14/13	Classroom Walk throughs Lesson Plans	Principal Assistant Principal Department Chairs
National Library of Virtual Manipulatives	6-8	Media Specialist	Math and Science Department	Early Release 12/13/12	Classroom Walk throughs Lesson Plans	Principal Assistant Principal Department Chairs

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

Career and Technical Education (CTE) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal #1:		Increase the number of STEM applied learning activities and enhance project based Learning by increasing the opportunities for students to participate in competitions.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are unfamiliar with STEM content and minimal exposure to university and industry experts in Science, Technology, Engineering, and Mathematics.	Implement technology-enhanced instruction that utilizes virtual manipulatives. Engage students in hands-on, real-world STEM applications through projects and cooperative learning activities utilizing Khan Academy interactive videos and student exercises. Require students to complete quarterly Thematic units in all core subjects.	MTSS/RtI Leadership Team	Students' participation involving hands-on activities and projects will be monitored to ensure that students are being offered opportunities to participate in competitions and apply their knowledge.	Monitoring of STEM program

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CTE opportunities	6-8	Student Service Chair	6-8 teachers	August 2012-June 2013	Assistant Principal will monitor participation in activities	Assistant Principal Student Service Chair

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	1a.1, 1a.2, 2a.1, 3a.1, 4a.1, 5b.1 and 5e.1	Study Island	EESAC	\$3,700.00
				Subtotal: \$3,700.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Attendance	1.1 & 1.2	Incentives	EESAC	\$500.00
Suspension	1.1	Incentives	EESAC	\$500.00
				Subtotal: \$1,000.00
				Grand Total: \$4,700.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school: Yes No

A reward school is any school that improves their letter grade or any school graded A.

[View uploaded file](#) (Uploaded on 10/15/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
EESAC has identified the following projects for the 2012 - 2013 school year: Study Island Student Incentives Staff PD Supplemental Resources	\$4,700.00

Describe the activities of the School Advisory Council for the upcoming year

The Educational Excellence School Advisory Council (ESSAC) has an important function for the success of Andover Middle School. The

ESSAC supports the administrative efforts to improve students' achievement and budgets financial resources to support their efforts. It also recommends and actively supports ongoing professional development that assists instructional staff members in meeting student needs. ESSAC provides support for the school's enhancement of the instructional program by encouraging the acquisition of academic and technological resources to promote increased student achievement. It supports the school's effort to recruit and hire highly qualified faculty members and offers support in the school's endeavors in providing a high quality educational program. It encourages and recommends that the faculty continue to develop the practices of departmental self-reflection and examination of best practices as more faculty members are hired.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Dade School District ANDOVER MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	56%	60%	76%	32%	224	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	62%	69%			131	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	73% (YES)	76% (YES)			149	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					504	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Dade School District ANDOVER MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	64%	59%	89%	39%	251	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	72%	68%			140	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	69% (YES)	73% (YES)			142	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					533	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested